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ABSTRACT

During 1973-74, the Illinois Guidance and Personnel Association Senate constituted a Competency-Based Concerns Committee. This committee was charged with examining alternative approaches to competency-based counselor certification as well as alternative methods of upgrading the professional skills of counselors in Illinois. This workshop presents the rationale for the IGPA Senate's concern with ongoing counselor skill development, the committee's evaluation from a Competency-Based Concerns to the Professional Development Program Committee, and the six task forces and the individual charges in implementing the program in Illinois. Special emphasis is given to Task Force I, Development of a Model Counselor Skills Training Program. The model, in its fourth revision, identifies eight areas of professional competency essential to the successful delivery of a number of services identified with counseling and human agencies. For each area of professional competency, a goal statement is provided. Following the goal statement, abilities are listed, and possible procedures for implementation are presented. (Author)

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PROFESSIONAL DEVELOPMENT PROGRAM FOR COUNSELORS IN ILLINOIS: CURRENT STATUS AND DIRECTION

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Professional Development Program for Counselors in Illinois: Current Status and Direction

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During 1973-74, the Illinois Guidance and Personnel Association Senate constituted a Competency-Based Concerns Committee. This Committee was charged with examining alternative approaches to competency-based courselor certification as well as alternative methods of upgrading the professional skills of counselors in Illinois. Following a year long study, the Illinois Guidance and Personnel Association Senate approved the recommendations of the Competency-Based Concerns Committee. The recommendations published in the IGPA Quarterly (No.55, Winter, 1975) called for a change in Committee name as well as completion of a set of tasks directed toward the improvement and upgrading of training programs and professional counselors. The Committee's name was changed to IGPA's Professional Development Program Committee, and six task forces were created to effect the charge of the Senate. A summary of their work to date follows.

Task Force I Development of a Model Counselor Skills Training Program.

The members of Task Force I met in February, 1975 to establish procedures for developing the Model Counselor Skills Training Program. After reviewing numerous training models, the North Texas State University Preparation of Guidance Associates and Professional Counselors within the framework of a Competency-Based Program,

published by the American Personnel and Guidance Association, was selected as a base from which Task Force I would work.

The work of Task Force I, now in its fourth revision is an effort to foster continual professional development of counselors by developing and implementing a Model Counselor Skills Training Program which emphasizes skill development as an ongoing process. Eight areas of professional competency are identified by the Model Counselor Skills Training Program as essential to the successful delivery of a number of services identified with counseling and human services personnel programs in schools and agencies. The eight areas of professional competency are the counselor as a person, counseling services, career development, human appraisal, consultation, coordination, research and evaluation, and referral. For each area of professional competency, a goal statement has been provided. Following the goal statement, abilities are listed, and possible procedures for implementation are presented.

The Professional Development Committee views the Model as a voluntary counselor training program. The seventeen counselor training institutions in Illinois may choose to develop training experiences in the eight areas of professional competency identified by Task Force I. Since design of the Model is more general than specific, this would allow each of the counselor training institutions in Illinois an opportunity to make additions and modifications which reflect the unique requirements of their training program without altering the

basic structure. Counselors-in-the-field and counselor educators may, also, voluntarily choose to seek recognition by the Illinois Guidance and Personnel Association for their continual professional development by demonstrating specified competencies within the Model. The process of identifying and sorting out the various competencies as they relate to the three levels of professional recognition is the responsibility of Task Force IV and is currently underway.

During the Model's development, Task Force I involved counselors-in-the-field, counselor educators, guidance administrators, and school administrators. Task Force I would welcome your suggestions or reactions to the Model Counselor Skills Training Program as presented at this time.

MODEL COUNSELOR SKILLS TRAINING PROGRAM

Developed by Illinois Guidance and Personnel
Association's Professional Development Program,
Task Force I

August 1975
(subject to revision)

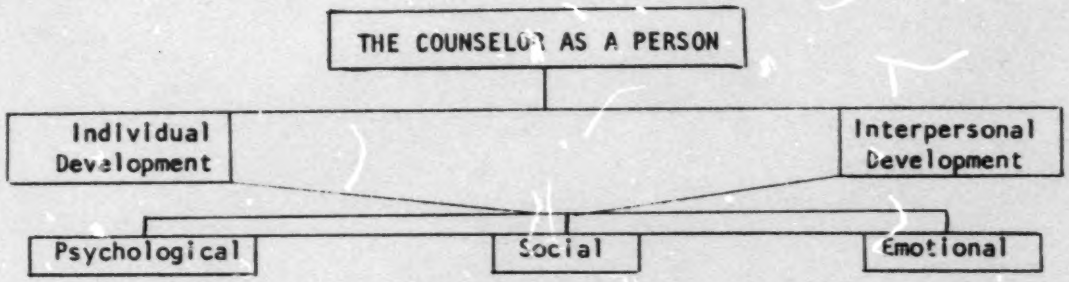
John Childers and Barb Core, Co-Chairpersons, Task Force I

Bob Nejedlo, Chairperson, IGPA Professional Development Program

CONTENTS

Eight Areas of Competence

I.	The Counselor as a Person	1
II.	Counseling Services	5
III.	Career Development	9
IV.	Human Appraisal	12
V.	Consultation	15
VI.	Coordination	17
VII.	Research and Evaluation	19
VIII.	Referral	21



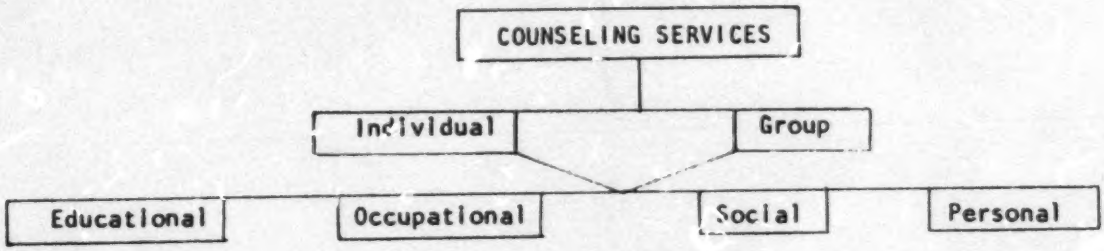
GOAL STATEMENT: The counselor needs to develop those personal qualities and skills which are necessary to function with others in a helping, facilitative, growth-producing manner.

	OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:
1.	Be open to experience, hearing messages from self and others.	1A	Demonstrating self-acceptance, receiving both complimentary and uncomplimentary feedback without embarrassment or defensiveness.
		1B	Demonstrating the ability to perceive reality (for self) unencumbered by debilitating distortion and repression.
		1C	Demonstrating the ability to paraphrase the essence of anothers communication.
		1D	Demonstrating the ability to be open to experience.
2.	Be congruent and genuine, presenting self transparently and honestly to others.	2A	Demonstrating the ability to express a clear understanding of self with respect to values and social issues.
		2B	Demonstrating the willingness to communicate what is being experienced.
		2C	Demonstrating the ability to communicate what is being experienced, exhibiting congruence between verbal and non-verbal behavior.

		2D	Demonstrating the ability to distinguish between optimal sharing of self and excessive sharing of self.
		2E	Demonstrating the ability to distinguish between constructive sharing and destructive bluntness.
3.	Be able to respect the uniqueness and inherent worth of others, providing acceptance of differing behavior and values.	3A	Demonstrating the process of valuing the worth of others, making no attempts to dominate, manipulate, or judge.
		3B	Demonstrating the ability to verbalize statements that communicate caring and respect.
		3C	Demonstrating the willingness to work with people of different race, creed, sex, life style, and national origins.
		3D	Demonstrating the ability to work with people of different race, creed, sex, life style, and/or national origins without making destructive demands for conformance to specific values, stereotyping statements, or exhibiting prejudiced behavior.
		3E	Demonstrating constructive confrontation techniques that are free from ridicule, destructive criticism and passive hostility.
4.	Be able to maintain an appropriate separateness from others in emotional relationships.	4A	Demonstrating the ability to be relatively free of domination by significant others.
		4B	Demonstrating the ability to distinguish between dependency, independency, and interdependency.
		4C	Demonstrating the ability to be independent of others, having the personal strength to stand alone if necessary.
		4D	Demonstrating a willingness and ability to relate interdependently with others when appropriate.

		4E	Demonstrating the ability to deal with emotional problems of clients without taking on their problems as one's own.
		4F	Demonstrating the ability to be open and facilitating to intense affective responses of the client, including feelings directed toward the counselor.
5.	Be emotionally mature, dealing with own problems without impairing one's ability to relate and work with others.	5A	Demonstrating the ability to distinguish between emotional control and emotional repression, experience and understand one's emotions without being controlled by them.
		5B	Demonstrating the ability to deal with client problems that are similar to one's own, without over identification resulting in impairment of one's ability to be facilitative .
		5C	Demonstrating through counseling and personal life-style a general absence of blaming and prejedical behavior.
6.	Have social and communication skills that provide for constructive interpersonal relations.	6A	Demonstrating the ability to work effectively with peers, both individually and in groups.
		6B	Demonstrating the ability to generate respect in social and professional contracts.
		6C	Demonstrating the ability to relate constructively to people who hold different or opposing attitudes and values.
7.	Have intelligence and reasoning ability and be able to use them in the identification and solution of human problems.	7A	Demonstrating the ability to communicate in specific concrete terms.
		7B	Demonstrating the ability to apply both inductive and deductive reasoning to determine the meaning of specific human problems.
8.	Be aware of personal and professional limitations.	8A	Demonstrating the ability to communicate to the client the parameters of the relationship, so that expectations and the limits of the service are clearly understood

		8B	Demonstrating the willingness and ability to explore the limitations of one's own personal and professional qualities and areas of competency.
		8C	Demonstrating the ability to specify personal and professional competencies and offering only those services for which he is qualified.
9.	Have the personal qualities which would enable one to exhibit appropriate risk taking behaviors in professional roles.	9A	Demonstrating the willingness to increase the level of intimacy through self disclosure, confrontation, genuineness, and immediacy for the purpose of facilitating the client's growth.
		9B	Demonstrating the willingness to discuss openly with a client material that is personally relevant but may be socially controversial or sensitive.
		9C	Demonstrating the willingness to make professional judgments that may involve risk taking behavior.
10.	Be able to demonstrate a desire for continued personal and professional growth.	10A	Demonstrating an active interest in professional organizations by attending conferences and workshops.
		10B	Demonstrating a continued practice of reading professional literature.
		10C	Demonstrating a willingness to look at new ideas concerning self and professional practices.
		10D	Demonstrating a willingness to take part in pre and in-service programs.
		10E	Demonstrating a willingness to enroll in advanced university courses.



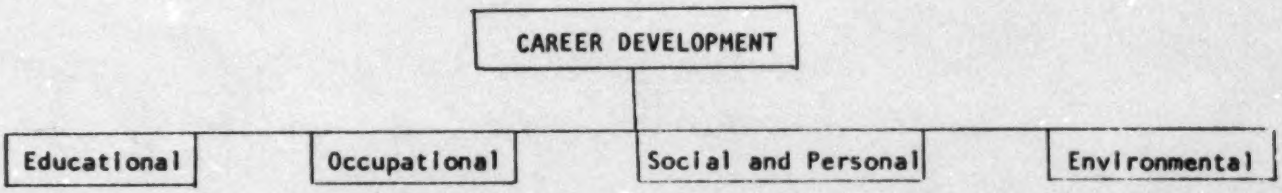
GOAL STATEMENT: The counselor must know and be able to apply theories and techniques to the development and maintenance of effective individual and group counseling relationships and to provide assistance in educational, vocational, and personal needs and concerns of individuals.

	OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:
1.	Have a thorough knowledge of major counseling theories as they apply to individuals and groups.	1A	Demonstrating the ability to specify the assumptions, views of man, and conditions for growth and change in human behaviors that are associated with at least three major theories of counseling.
		1B	Demonstrating the ability to specify and implement the processes, methodologies, and techniques associated with the above major systems of counseling.
		1C	Demonstrating the ability to explain the relationship of psychological theories to counseling theories.
2.	Be able to state a rationale and implement appropriate use of individual versus group counseling.	2A	Demonstrating the ability to specify the types of problems/experiences which are especially amenable to group versus individual counseling.
		2B	Demonstrating the ability to establish specialized groups (structured - unstructured) as to topic, purpose, and membership composition.
		2C	Demonstrating the ability to coordinate and sequence a client's participation in both individual and group counseling sessions.

3.	Understand the dynamics of individual behavior within the counseling relationship.	3A	Demonstrating the ability to explain the dynamics of individual behavior within the dyadic relationship, for example:
		3A.1	Defense mechanisms;
		3A.2	Transference, modeling, and identification;
		3A.3	Cultural differences and conditioned behaviors;
		3A.4	Verbal and nonverbal communication;
		3A.5	The etiology and manifestation of neurotic behavior;
		3A.6	The effect of planned use of reinforcement reasoning and catharsis;
		3A.7	Therapeutic conditions most likely to facilitate insight development and behavior change.
4.	Be able to identify and select specific communication behaviors which enhance the counseling process.	4A	Demonstrating the ability to listen, respond, and initiate at a facilitative level.
5.	Be able to apply the skills and techniques associated with the major counseling theories.	5A	Demonstrating the ability to use flexible counseling procedures that are directed singly or in combination toward:
		5A.1	Self-awareness and understanding;
		5A.2	Implementing specific new behaviors.
		5B	Demonstrating the procedures and techniques which tend toward desired changes associated with three major theories of counseling.
		5C	Demonstrating the ability to specify and explain the client's developmental process and problem behaviors in the language of three major theoretical counseling approaches.
		5D	Demonstrating the ability to use counseling techniques that are adapted to the individual's frame of reference.
		5E	Demonstrating the ability to formulate hypotheses which could explain the client's situation.

6.	To be able to use information appropriately in the counseling process.	6A	Demonstrating the ability to communicate information to the client in ways which facilitate client growth.
		6B	Demonstrating the ability to enter the client's natural environment and assist the client to discover specific information to implement new behaviors.
7.	Be able to use the dynamics of group counseling and the various group activities that can facilitate desired growth.	7A	Demonstrating a working knowledge of group dynamics including:
		7A.1	Content and process variables;
		7A.2	Typical stages of group development;
		7A.3	The various leadership styles;
		7A.4	The conditions under which groups promote growth.
		7B	Demonstrating the ability to discriminate among various kinds of group activities and using each kind appropriately.
8.	Be able to articulate and use an effective, personal model of counseling that is consistent with self and counseling theory.	8A	Demonstrating the ability to synthesize the similarities and differences of major counseling theories.
		8B	Demonstrating the ability to select and integrate counseling procedures that may include behavioral, existential, rational, gestalt, etc. strategies when appropriate.
		8C	Demonstrating the ability to effect behavior change using a personalized model that is consistent with self and counseling theory.
9.	Be able to establish and maintain counseling relationships consonant with the ethical standards of the profession.	9A	Demonstrating the ability to explain to each client the nature of the counseling relationship and the conditions which the client should expect.
		9B	Demonstrating the ability to communicate a respect toward the client as a person of worth, even though specific client behaviors may be undesirable, maladaptive, or self-defeating.

		9C	Demonstrating the ability to communicate to and maintain with the client a confidential relationship consistent with professional standards of confidentiality.
		9D	Demonstrating the ability to communicate to the client the freedom to continue or discontinue the helping relationship and the freedom of the counselor to make a professional referral if considered necessary.
10.	Be able to explain the purposes and procedures involved in services to individuals in language that is easily understood by persons not knowledgeable of the counseling process.	10A	Demonstrating the ability to present an explanation of guidance and counseling services to various publics.
		10B	Demonstrating the ability to participate in programs in which the various services are explained, enacted, or role played.
		10C	Demonstrating the ability to develop a brief explanatory statement which communicates the precise service about to be offered to individuals and/or groups in order that the forthcoming procedure is understood.

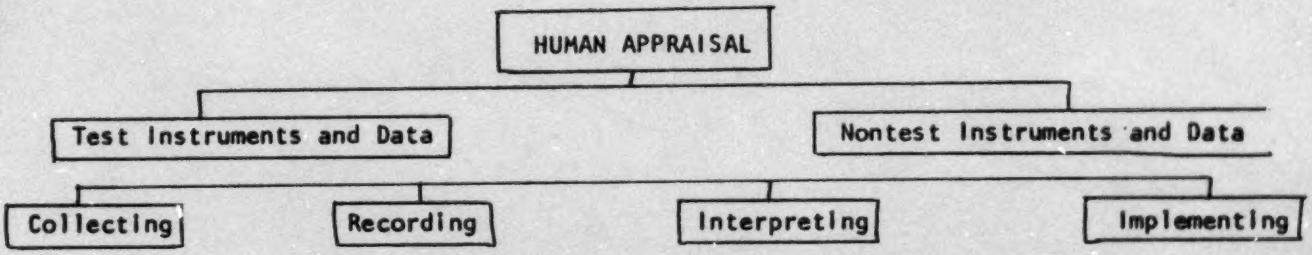


GOAL STATEMENT: The counselor must be able to assist individuals in developing functional attitudes toward the world of work, understanding the role of work in human life, and encouraging individuals to become mature life planners.

	OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:
1.	Have a knowledge of major theories within the career development.	1A	Demonstrating adequate knowledge of the major theories of career/vocational choice.
		1B	Demonstrating the ability to synthesize the similarities and differences of major theories of career/vocational choice.
2.	Have a knowledge of the decision making process as it applies to various aspects of career development.	2A	Demonstrating the ability to facilitate clients' decision-making skills utilized in various aspects of career development.
3.	Have a knowledge of materials, and assessment tools within the career development services.	3A	Demonstrating skill in using such techniques as simulation games, computerized programs, field trips, etc. in facilitating the career decision-making of clients.
		3B	Demonstrating the ability to use appropriate informational materials for counseling clients individually and in groups.
		3C	Demonstrating the ability to gather client appraisal data relevant to career development.

4.	Have a knowledge of ways to collect and disseminate to clients and concerned others information regarding careers and opportunities for further education and training.	4A	Demonstrating the ability to plan and organize systematic exposure to various occupational and educational alternatives.
		4B	Demonstrating the ability to interpret to clients the world of work and existing occupational and educational opportunities based on client inputs.
		4C	Demonstrating the ability to present to various constituancies the career opportunities and educational and vocational training experiences (continued education, apprenticeships, military, business, industry, civil service, etc.) available presently with some indication of future trends.
		4D	Demonstrating the ability to prepare surveys of local job opportunities.
5.	Have a knowledge of community resources and ways to utilize them in the design, organization, implementation and evaluation of the career development services.	5A	Demonstrating the ability to identify and utilize community and staff personnel who possess skills in the area of career development.
		5B	Demonstrating skill in public relations by providing the various media with appropriate career development information.
		5C	Demonstrating the ability to research the effectiveness of the career development service.
6.	Have a knowledge of the goals of career development, operationalize these goals, and integrate them within a total counseling program.	6A	Demonstrating the ability to integrate changes in the career development services. (This involves updating information files, conducting workshops for staff concerning career developments, and recommending curriculum changes to correlate with the changing world of work.)
		6B	Demonstrating the ability to consult with staff and others about the interests and abilities of individual clients and when appropriate, cooperatively develop a plan for facilitating an individual's career development.

		6C	Demonstrating the ability to conduct group guidance sessions on the various aspects of information related to educational, occupational, social, personal, and environmental concerns.
		6D	Demonstrating the ability to integrate informational services in the counseling process.
7.	Be familiar with relevant training, educational, employment, and psychological resources essential to placement.	7A	Demonstrating the ability to confer with staff concerning availability and relevance of placement resources.
		7B	Demonstrating the ability to assist staff in coordinating resources as they apply to individuals seeking placement.
8.	Be able to carry out procedures and programs necessary for effective placement with resource and referral agencies.	8A	Demonstrating the ability to establish a cooperative working relationship with the management of:
		8A.1	State employment services;
		8A.2	Selected private employment services;
		8A.3	Civil service offices;
		8A.4	Employment offices of large local businesses, etc.;
		8A.5	Youth employment programs, etc.
9.	Be able to offer clients appropriate placement alternatives based on accurate interpretations of need assessment and appraisal data.	9A	Demonstrating effective use of personal, psychological, and occupational data in placement counseling.
10.	Be able to design a career development program for an appropriate agency.	10A	Demonstrating the ability to design a career development program for an appropriate agency incorporating Objectives 1 through 9.

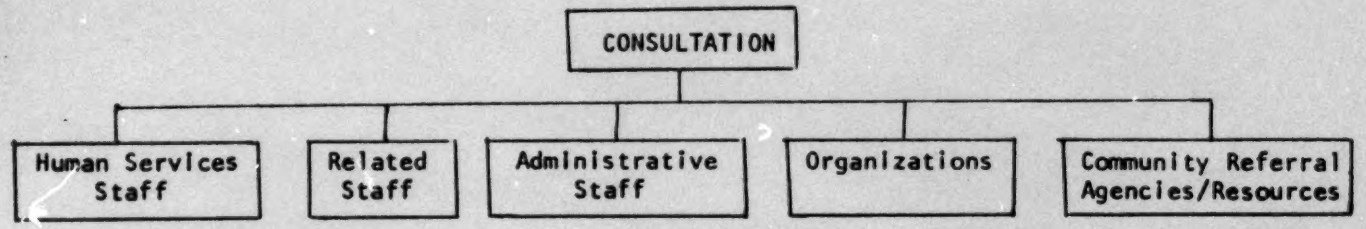


GOAL STATEMENT: The professional counselor must be able to appraise the characteristics of clients, describe the needs and potentialities of individual clients, identify individual differences, and provide for recording the resultant data.

OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:	
1.	Have a knowledge of the principles of human appraisal and the sources of human appraisal data.	1A	Demonstrating adequate knowledge of the major sources of client data: teachers, school records, public health agencies, physician, community agencies, and other recognized sources.
		1B	Demonstrating adequate knowledge of various sources of appraisal data located outside the school or agency including professional consultants and community resources.
2.	Be able to obtain appropriate client appraisal data.	2A	Demonstrating the ability to gather client appraisal data through the use of varied evaluation devices and techniques.
		2B	Demonstrating the ability to administer and score group tests and inventories.
3.	Be able to organize an efficient system for recording and filing appraisal data so that necessary information is readily available.	3A	Demonstrating knowledge of/and the ability to implement various client personnel data filing systems and the problems connected with the process.

4.	Be able to synthesize, integrate, and evaluate appraisal data.	4A	Demonstrating adequate knowledge of the basic principles of testing and evaluation including validity, reliability, and sources of measurement error.
		4B	Demonstrating skills in organizing and evaluating appraisal data of various kinds from differing sources.
		4C	Demonstrating the ability to develop basic oral and written reports that provide meaningful information based upon recently compiled appraisal data.
5.	Be able to interpret appraisal data from group and individual tests and nontest sources.	5A	Demonstrating an adequate understanding of those statistics that are essential to the interpretation of appraisal data.
		5B	Demonstrating the ability to use norm tables, expectancy tables, graphs, charts, the normal curve, and other aids in interpreting appraisal data to clients and professional personnel and meaningful others.
		5C	Demonstrating the ability to interpret appraisal data in group situation as well as individual interviews.
6.	Be able to interpret clients' test results to client and appropriate others.	6A	Demonstrating the ability to establish an ongoing program of communication and discussion on a group or individual basis.
		6B	Demonstrating the ability to keep the interpretation of test scores in proper perspective in relationship to other information gathered about the client.
		6C	Demonstrating the ability to develop working relations with others to help them see the client as developing and growing in his own pattern.
7.	Be able to make effective use of appraisal data in various guidance and counseling situations.	7A	Demonstrating the ability to use appraisal data from records, professional reports, and case studies in individual and group counseling.

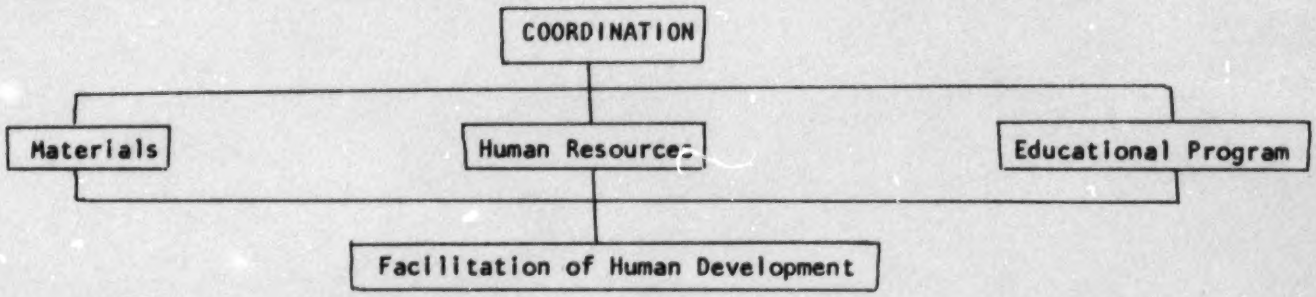
		7B	Demonstrating the ability to serve effectively as a consultant or resource person for those assisting in meeting the needs of clients.
		7C	Demonstrating the ability to participate effectively in case conferences for the purpose of arriving at decisions concerning the needs and behavior of individual clients.
8.	Be able to develop criteria and procedures for identifying clients who possess special needs, interests, talents, or characteristics.	8A	Demonstrating familiarity with the special characteristics of exceptional clients.
		8B	Demonstrating an understanding of the need for special programs and experiences for exceptional clients.
9.	Be aware of the necessity for treating appraisal data as confidential information and understand the counselor's responsibilities in dealing with such information.	9A	Demonstrating adequate knowledge of the ethical standards concerning the use of appraisal data as set forth by APA and APGA.
		9B	Demonstrating sufficient knowledge of the possible misuse of appraisal data that can occur unless appropriate safeguards are in effect.
		9C	Demonstrating the ability to provide an effective means of protecting against invasion of privacy and misuse of client appraisal data.
10.	Be able to make effective referrals and use professional resources in obtaining appraisal data.	10A	Demonstrating adequate knowledge of the location, function, and types of appraisal services offered by available professional personnel and referral agencies.



GOAL STATEMENT: The professional counselor must possess the ability to serve as a resource person relative to the needs and concerns of individuals and groups.

OBJECTIVE		IMPLEMENTATION AND EVALUATION	
The professional counselor must:		The professional counselor provides evidence of competence by:	
1.	Have a knowledge of consultation processes and the various components in this procedure.	1A	Demonstrating the ability to define the consultation process and give examples of their application to organizations.
2.	Have a knowledge of planned change and the individual components and strategies which can be used in this process.	2A	Demonstrating the ability to define the various stages in planned change consultation (diagnosing, planning, implementing, and evaluation).
		2B	Demonstrating the ability to design a program of planned change including:
		2B.1	Definition of a goal in behavioral terms;
		2B.2	Identification of driving and restraining forces;
		2B.3	Identification of resources applicable to the problem-solving procedure.
		2B.4	Outline a sequential program of strategies and interventions which might be used to facilitate goal accomplishment.
3.	Be able to consult with members of various human service staffs concerning the development and further extension of all relevant services.	3A	Demonstrating the ability to keep abreast of current and innovative procedures and methods in the field of guidance and counseling.
		3B	Demonstrating the ability to conduct and participate in staff seminars dealing with improvement, expansion, or consolidation of services.

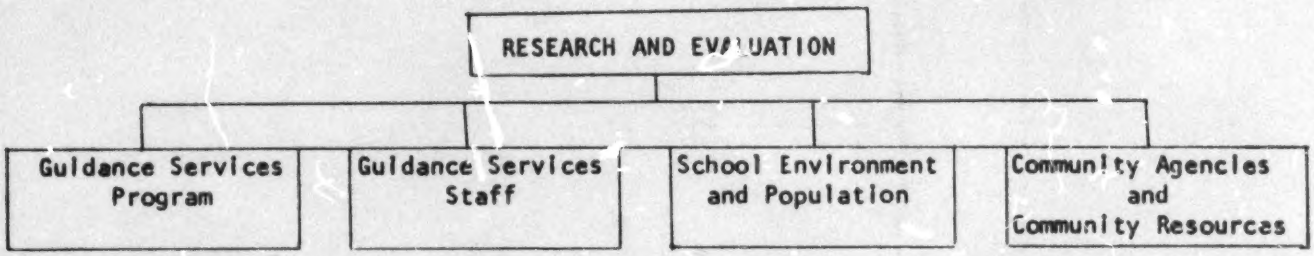
4.	Be able to interpret the program of services to interested persons.	4A	Demonstrating the ability to conduct formal and informal studies determining the demographic nature of the client population.
		4B	Demonstrating the ability to conduct group and individual conferences with various personnel explaining the nature of services provided.
5.	Be able to work with other staff members in planning and developing programs and strategies designed to meet client needs and to facilitate the development of communication between clients and staff.	5A	Demonstrating the ability to organize seminars and workshops designed to increase the interpersonal effectiveness of related personnel.
6.	Be able to provide assistance to various human services personnel in the integration of appropriate individual and group counseling procedures in the program.	6A	Demonstrating the ability to make information available and to encourage staff participation in workshops, seminars, and other growth activities.
		6B	Demonstrating the ability successfully to conduct and participate in group sessions with professional staff members.
		6C	Demonstrating the ability to suggest techniques and procedures that can be used effectively in program activities.
7.	Be able to develop communication with various human services personnel and to provide assistance to those doing approved guidance research, evaluation, and follow-up.	7A	Demonstrating the ability to establish and maintain communication networks with human services personnel at all levels within the system.
		7B	Demonstrating a willingness to cooperate in carrying out relevant research studies.
8.	Be able to develop research and evaluation techniques which can be used to measure the effectiveness of consultation and change programs.	8A	Demonstrating the ability to set up a research design which can be used to determine the effectiveness of a program of organizational change.



GOAL STATEMENT: The counselor must be able to coordinate the various aspects of the total counseling program resulting in a continuous and meaningful sequence of services to individuals, staff, and community.

OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:	
1.	Be able to communicate program goals, objectives, and activities with linking program systems in such a way that personnel in related programs are used in consultative capacities to maximize resources.	1A	Demonstrating the ability to make a functional analysis of existing services to assess the extent to which client, community, and social needs are being served.
		1B	Demonstrating ability to locate, identify, and utilize existing institutional and communication networks for idea sharing, goal setting, and team planning.
2.	Be able to enhance the effective functioning of the linking program systems.	2A	Demonstrating the ability to diagnose the existing patterns and flow of communication, both within the organization system and between the programs and the community.
		2B	Demonstrating ability to recognize the similarities and differences between programs and develop the parts into an integral whole.
		2C	Demonstrating the ability to assess perceived needs for services
		2D	Demonstrating ability to develop interface between internal systems and the publics with which they interact.

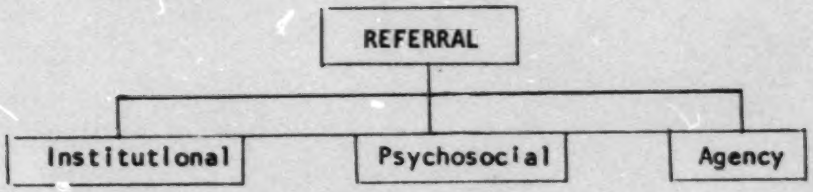
3.	Be able to develop effective working relationships with personnel of the linking systems and to facilitate their interaction with regard to the existing program of services.	3A	Demonstrating the ability to facilitate cooperative relationships between personnel of linking systems.
4.	Be able to establish a public relations program in the human services area designed to explain and interpret these services.	4A	Demonstrating the ability to identify and use possible community resources for public relations outlets.
		4B	Demonstrating the ability to establish direct information and communication links with the local news media which can adequately interpret the philosophy and services available through the human services program.
5.	Be able to prepare materials and publications for use by staff and community that adequately interpret the philosophy and services available through human services programs.	5A	Demonstrating the ability to develop and release to news media special activities or projects undertaken by the program.
		5B	Demonstrating the ability to publish brochures that specify the activities and scope of the program, including profiles of the population served.
		5C	Demonstrating the ability to report results of ongoing surveys, placement activities and follow-up studies.



GOAL STATEMENT: The counselor must possess the ability to interpret clearly the implications of research data to individuals and also possess the ability to use the results of such research in program development and revision.

	OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:
1.	Be able to understand the basic principles and concepts of social science research. (This involves the understanding of the practical as well as the theoretical aspects of research.)	1A	Demonstrating knowledge of the purposes of research, types of research, major problems of research, basic steps in research, research design, research statistics, and research evaluation.
		1B	Demonstrating understanding of the research techniques and instruments that would be most useful for specific kinds of program evaluation.
		1C	Demonstrating the ability to critique research reports and/or articles.
2.	Be able to conduct research in order to evaluate the effectiveness of program services.	2A	Demonstrating the ability to design a variety of research projects (surveys, correlation studies, case studies, or experiments) that are client related.
		2B	Demonstrating the ability to engage in or direct research projects.
3.	Be able to prepare understandable research reports,	3A	Demonstrating sufficient knowledge of the characteristics of research reports.
		3B	Demonstrating adequate skill in writing acceptable research reports based on actual findings for dissemination to appropriate publics.

4.	Be able to understand and communicate the contributions that research can make to a total program.	4A	Demonstrating the ability to explain in oral and written reports how certain proposed research projects can contribute to more effective program development.
		4B	Demonstrating the ability to respond orally or in writing to questions that are raised in connection with proposed related research.
5.	Be able to identify those areas in a program that are strong or weak as indicated by the results of evaluation, and be able to suggest appropriate action for effecting improvement where needed.	5A	Demonstrating the ability to analyze accurately the data from an evaluative study to assess the quality of a program.
		5B	Demonstrating the ability to identify strengths or weaknesses in a program.
		5C	Demonstrating the ability to suggest courses of action for program improvement.



GOAL STATEMENT: The counselor must be knowledgeable of and use effectively community or school agencies that provide human services.

	OBJECTIVES The professional counselor must:		IMPLEMENTATION AND EVALUATION The professional counselor provides evidence of competence by:
1.	Be able to identify individuals who need to be referred to other professionals.	1A	Demonstrating the ability to interpret data accurately.
		1B	Demonstrating the ability to prescribe or administer further diagnostic measures when the need is indicated.
		1C	Demonstrating the ability to recognize and understand factors of physical, intellectual, social, and psychological exceptionality.
		1D	Demonstrating the ability to recognize and understand characteristics of normality and abnormality of clients.
2.	Have knowledge of referral agencies and their services.	2A	Demonstrating knowledge of available referral resources within and beyond the counselor's locale.
		2B	Demonstrating skill in collecting complete information on available referral resources.
		2C	Demonstrating the ability to judge the appropriateness of available referral services for use.

3.	Be able to communicate information about available referral resources to clients and colleagues.	3A	Demonstrating the ability to construct and disseminate written information describing referral resources and services.
		3B	Demonstrating the ability to communicate orally to clients and colleagues information describing referral resources and services.
4.	Be able to make a referral in a manner which minimizes resentment by the client.	4A	Demonstrating the ability to exhibit basic dimensions of warmth and empathy toward the person being referred.
		4B	Demonstrating the ability to communicate clearly the possible benefits which can be derived from referral.
5.	Be able to establish and coordinate appropriate referral procedures with resource agencies.	5A	Demonstrating the ability to provide referral agencies with clearly stated policies and procedures established and followed by the counselor's institution.
		5B	Demonstrating the ability to solicit from referral agencies policies and procedures to be followed by professional staff when using the agency.
		5C	Demonstrating the ability to coordinate effectively the referral procedures of counselor's institution and referral agency.
6.	Be able to communicate to referral agencies the need for services not currently available.	6A	Demonstrating the ability to share with referral agencies action research conducted by the counselor's institution relative to additional referral resources.
		6B	Demonstrating diplomacy when pointing out additional needs.
		6C	Demonstrating the ability to explore cooperative ways to provide additional services.
7.	Be able to conduct or assist with follow-up work associated with the referral.	7A	Demonstrating the ability to provide appropriate continuing support as needed.

		7B	Demonstrating the ability to interpret data and recommendations transmitted from referral agencies.
		7C	Demonstrating the ability to conduct or coordinate the implementation of recommendations from referral agencies.
8.	Be able to utilize referral agencies as consultants for the professional staff.	8A	Demonstrating the ability to develop a plan for the utilization of referral agencies for professional consultation.

Task Force II Counselor Training Program Review and Entitlement

The purpose of Task Force II is to keep the Illinois Office of Education informed of Illinois Guidance and Personnel Association's work on the Professional Development Program as well as to seek the viewpoint of the Illinois Office of Education as it relates to the program. This Task Force has done considerable work in exploring the aspects of state certification and professional recommendation. The Illinois Office of Education has given support to the recommended use of the Model Counselor Skills Training Program in the preparation of counselors; however, the office does not require departments conform to the Model. This Task Force is being placed in a state of "semi-dormancy", subject to the reactivation by this Task Force or other Task Forces.

Task Force III Educational Preparation Program for Recognition

This Task Force is currently at work designing publicity and other appropriate means to inform the Illinois Guidance and Personnel membership about the progress of the Professional Development Program.

Task Force IV Development of Level 1, Level 2, and Level 3 Professional Recognition Program

This Task Force has taken the work of Task Force I and is in the process of identifying and sorting out the various competency skills as they relate to the three levels of professional recognition. This is indeed a complex assignment. Level I Recognition might be obtained following graduation from an approved counseling skills training program upon presentation

of appropriate documentation to and/or personal appearance at a Review Board. Level 2 Recognition is intended to be similar to that of a professional counselor, implying that the person has highly developed counseling skills and/or participation in IGPA approved training options and two years of experience. Level 3 Recognition would indicate that a person is professionally active and is able to serve as a supervisor, consultant, and/or trainer for the preparation and continuing education of counselors or human services personnel. The awarding of recognition at Levels 2 and 3 is to be done following the Review Board procedure.

Task Force V Continuing Skills Development Program

The purpose of the Continuing Skills Development component is to create opportunities for counselors to conveniently participate in workshops, personal growth experiences, advanced counseling courses, innovative demonstration programs, and individual consultations in order to upgrade their skills and/or level of professional recognition. This Task Force is currently at work spelling out procedures by which the above objectives can be implemented. Needless to say, the work of this Task Force will probably not be in visible evidence for at least six months.

Task Force VI Development of Review Board Procedure for the Levels 1, 2, and 3 Professional Recognition

Task Force IV has made a great deal of progress identifying and refining review board procedures by which counselors may seek to obtain professional recognition from the Illinois

Guidance and Personnel Association. There are many considerations that need to be explored related to identification and training of the Review Board implementation of the Review Board procedure, and the funding needed to implement the Review Board procedures. At this stage suggestions have been made; however, they are still in the exploratory stage.

The Professional Development Program Committee has involved representatives from the seventeen counselor training institutions in Illinois, counselors-in-the-field, guidance administrators, counselors-in-training, and school administrators. This represents an attempt by the Illinois Guidance and Personnel Association to examine and develop a voluntary program which emphasizes the ongoing process of counselor skill development.